

**I. List 3-5 Student Learning Outcomes for students enrolled in your program.**

*These should be broad overarching learning goals. They are bigger than objectives.*

The program increases the student's range and depth of understanding and technical skill in the visual arts through guided exercises which build upon each other through a series of levels from beginning to advanced.

Students learn to evaluate a range of visual experiences, including the designs and concepts of others.

**II. Align the Program Level SLOs with the College Goals.**

*Briefly discuss how your program meets the goals of the college.*

The Fine Arts Program fulfills the following College Goals:

1) Many of the courses in the Fine Arts Department fulfil General Education requirements at College of Marin and in the CSU/UC system, in Arts or Humanities. Thus, they can be counted toward the A.A. degree and/or toward transfer. For art majors, they are articulated with the upper-division institutions.

2) The Fine Arts studio curriculum incorporates many levels of support for students in the learning environment. Clear definition of expectations, and sensitivity to individual ability in response to challenges, nourish development at all academic levels with group and individual instruction. The Fine Arts studio program is intrinsically involved in developing individuality of expression while teaching traditional visual language as a basis for creative innovation.

3) Responding to changing demographics with scheduling: The Fine Arts Department has consistently offered both studio and history classes at a wide variety of times and days of the week, responding regularly to shifts in enrollment demands. Our credit program offerings in evening time slots have been very well enrolled. Articulated courses necessary for degrees and transfer are scheduling priorities. With additional budget support, awareness of these courses could become more accessible to local high schools.

Responding to changing demographics with curriculum:

The visual arts are inclusive by their nature, and examples from many cultures and identities are shown in all classrooms.

The art history curriculum has responded to both the increased awareness of diversity, and the significant numbers of students of a variety of national, ethnic, gender/sexual, and age identities, by adding courses in art beyond the European and U.S. canon (such as: Arts of the Americas and Islamic Art, in addition to Asian Art, which has been in the curriculum for decades), and by revising and updating existing classes to focus on the diverse cultures which have always been there in reality. The ten art history courses offered in rotation at College of Marin comprise the most extensive and varied curriculum of any Bay Area community college.

We also augment these courses with Art 139 Selected Topics classes, some of which, such as lecture courses in the history of ceramics and textile history, cover diverse topics.

**II. Assess the student success in your program.**

*How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.*

Our student Retention and Success rates over the recent five-year Spring semester period are consistently high.

Retention rate: around 90% (varying by only 1% either way)

Success rate: 84 to 80%

**IV. Document student success/achievement in the program.**

*Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)*

Documentation materials include portfolios, art-work included in exhibitions on and off campus, transfers to art schools, UC, and CSU, and placement in art-related jobs. At present, we have informal data as to students' plans (included as an Attachment with the Program Overview), but no official exit data on transfers, etc.

**V. Note areas for future improvement.**

*Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.*

The existing building and facilities are badly in need of upgrading and maintenance. The Modernization will allow us to upgrade our facility toward a more effective and contemporary green design. We need to make sure

that in the new building, all classrooms will be smart and web-enabled.

We also place top priority on the restoration of full-time faculty lost through attrition. Seven or more full-time positions have been lost over the years, and two more are impending because of anticipated retirements. It is imperative to restore several of these positions in a department as facilities-intensive as ours. Discipline priorities are identified and justified in the Staffing section.

We need additional lab tech hours to assist the highly technical disciplines of Photography, Printmaking, and Jewelry, plus some assistance for Fiber Sculpture. Lab tech assistance would also be important in supporting the instructors with attention to health and safety issues.

We need to make the transition from film to digital for our image sources, and this will require money for training, subscription to a digital image database such as ARTstor, and preferably, a part-time Visual Resources Librarian who could supervise image sources for several departments (perhaps the whole campus), could research and make sound decisions about image sources, legality, metadata software, and storage. The Visual Resources Librarian could also supervise re-training of the 26 or more art and architecture faculty who will need it, and assist with equipment issues.

A number of suggestions from faculty on curricular innovation are included as an Attachment with the Program Overview, and will be considered by the Department for further action.

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